CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL

FACULTY OF ARTS AND HUMANITIES

SCHOOL OF ENGLISH LANGUAGE

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Contextualized Core English Glossary for nine-to-ten-year-old
Ecuadorian Children

AUTHOR:
Alexis Karina Baquerizo Inca

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MINOR IN TRANSLATION

Sara Ines Rivadeneira Enriquez, M. Ed.

PROJECT ADVISOR

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CERTIFICATION

We certify that this research project was presented by **Alexis Karina Baquerizo Inca** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL with a Minor in Translation.**

PROJECT ADVISOR

_____
Sara Inés Rivadeneira Enríquez, M. Ed.

DIRECTOR OF ACADEMIC PROGRAM

_____
Stanley John González Ubilla, M. Ed.

Guayaquil, on the 7th day of September of 2023

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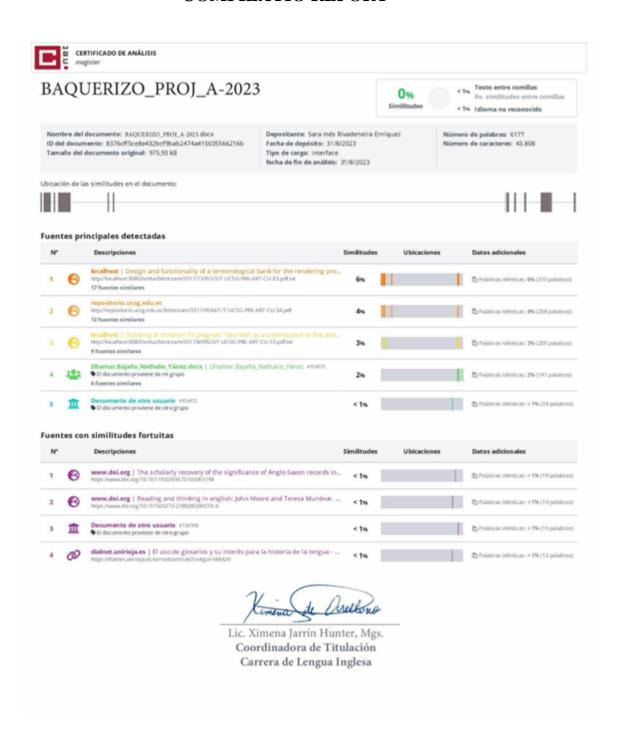**AUTHORIZATION**

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Guayaquil, on the 7th day of September of 2023

AUTHOR

Alexis Karina Baquerizo Inca

COMPILATIO REPORT

Lic. Ximena Jarrín Hunter, Mgs.
Coordinadora de Titulación
Carrera de Lengua Inglesa

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This tutorial work is dedicated to my parents, Enrique Baquerizo and Karina Inca, who have always been by our side and have encouraged their children to achieve their dreams. Thanks to their sacrifices, we learned to pursue what we want, no matter where it takes us; we got to see a different life, a different mindset, that allowed us to be more than Ecuadorians, citizens of the world, ready to conquer new places but never forgetting who we are. I owe you everything.

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Sara Inés Rivadeneira Enríquez, M. Ed.

Project Advisor

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ABSTRACT

This work is based on the results of Terminological and Documentary research about the cultural, religious and traditional aspects of the Ecuadorian people and territory. The objective of the present study is to provide language planners a set of terms that will enable the development of a curricular component through research of the different environments where the set population interacts. To achieve the latter, it was necessary to create a Contextualized Core English Glossary for nine-to-ten-year-old Ecuadorian Children that encompasses different aspects from the Ecuadorian culture, from roots to tradition, by using the EdiLIM educational software as a tool in the learning process of EFL for five graders.

Keywords: Contextualized Core English Glossary, Ecuadorian children, nine-to-ten-year-old,cultural, religious and traditional aspects, curricular component, EdiLIM.

INTRODUCTION AND JUSTIFICATION

This end-of-program project focuses on a study carried out within the realms of the science of terminology with the aim to gather, classify, and disseminate a term bank, also known as a term base or terminology database, which contains the terms required as the core of language development among nine-to-ten-year-old Ecuadorian children, looking at the processes of acculturation and literacy during bilingual Primary Education.

An accurately-structured term bank can become a valuable resource when it comes to planning, designing and developing academic materials to provide for the needs of standardized basic education curricula. The availability of such tools implies that there will be consistency across all educational materials developed by language planners.

A terminology database also serves as a tool for definition and contextualization. It has the potential to allow accurate and consistent access to key terms and their translation across languages; in this case, English was chosen as the target pair, considering it is the most widely taught in elementary schools.

For a term bank to serve a purpose beyond static existence, it is necessary to assign added value to it, and this was achieved through the development of an interactive HTML-based tool that can be made available through encryption on any website. Thus, being terms banks a substantial asset for language curriculum planners and other stakeholders, the project developed herein represents a contribution to the field of terminology, translation and curriculum planning.

RESEARCH QUESTIONS

What terms are required as the core of language development among nine-to-ten-year-old Ecuadorian children?

What classification would be appropriate once the core terms have been collected?

What e-tool would be suitable for the compilation and spread of the terms among the target audience?

GENERAL OBJECTIVE

To provide language curriculum planners a set of terms that allow the construction of a curricular component for nine-to-ten-year-old children through research of the different environments where the set population interacts.

SPECIFIC OBJECTIVE

1.- Review the literature available about the customs and traditions of Ecuadorian families.

2.- Extract the most relevant terms out of the different contexts nine-to-ten-year-old children are immersed in.

3.- Design an e-tool that collects the terms extracted and makes them available in an interactive e-learning environment.

LITERATURE REVIEW

Glossaries

Glossaries can be described as a specialized list of terms and definitions, aimed to provide understanding and clarity for readers within a particular domain or area (Øyen, 2009). They can be arranged alphabetically or thematically and may include illustrations to assist further comprehension. A glossary is an essential tool for anyone interested in expanding their knowledge in a specific field; they are often found in dictionaries, academic articles, or textbooks, making the learning experience more appealing to the learners.

Throughout history, when scribes and scholars have compiled glossaries, lists of words and their meanings, for the benefit of language learning; from about 2,600 BCE, Akkadians or Babylonians created the first known glossaries in Sumerian to make the language more accessible to speakers (Tackabery, 2005). They are also an important part of the documental base of the "main corpus" of Medieval Latin, gathered by Du Cange in the 17th century (Bustos Tovar, 1999)

In medieval Europe, glossaries became popular as Latin became the language of scholarship and the Catholic Church. Glossaries were used to help monks and scholars understand difficult Latin terms in legal medical and religious texts. They were used also as aids to translate Latin manuscripts into local vernacular languages. The Anglo-Saxon glossary, which was compiled in the late 9th century and is "part of the Anglo-Saxon literary heritage" (Stanley, 1981), is the most famous glossary from this period. During the Renaissance, they became popular in a variety of fields, including geology, music and medicine. In the 17th and 18th centuries, glossaries were commonly used to help scientists and scholars understand texts in foreign languages.

In the modern era, glossaries are a common component of technical documentation, especially in fields such as engineering, computer science and medicine. They are also frequently used in language learning materials, academic textbooks and legal documents.

Overall glossaries have a long and rich history, and they continue to be an essential tool for communicating complex information clearly and effectively.

How many types of glossaries are there?

There are two main types of glossaries:

1. Traditional Glossary: This is an alphabetical collection of terminology and definitions, commonly used in books, journals and technical manuals. Traditional glossaries have brief entries organized by the word or term being defined (Riggs, 1982).

2. (United States Department of State, 2020).Conceptual Glossary: A conceptual glossary is a more comprehensive glossary that provides definitions of terms, as well as their relation to each other in a specific context. It is often used in fields such as science education and technology. It is often used in fields such as science education and technology.

You can use a glossary in a variety of contexts such as:

1. Academic writing: Glossaries are often used in academic writing, particularly in textbooks, research papers, and dissertations where specialized terms and concepts are explained.

2. Technical writing: Glossaries are commonly used in technical writing where jargon and technical terms are used. Glossaries help readers to understand technical terms and concepts with the help of clear definitions and examples.

3. Web development: Glossaries can be used in web development where technical terms like HTML, CSS and JavaScript are used. Glossaries can be helpful for beginners who are learning web development .

3. Specialized documents: Glossaries are often used in specialized documents where terms and jargon are used. Glossaries can help readers to understand jargon and technical terms used in specialized documents (Cohen et al., 1979).

How do they contribute to language development?

As stated before, facilitating vocabulary acquisition is one significant way in which glossaries contribute to language development; by offering clear and concise explanations of specialized terminology, glossaries allow learners to expand their knowledge and grasp the nuanced meanings of words within a specific context. This not only enhances their overall language proficiency but also enables them to effectively communicate and engage within a given field. Moreover, glossaries aid language development by promoting comprehension and comprehension skills; according to the Pedagogical Development Office of Vanier College (Vanier College, 2012), glossaries help individuals overcome language barriers and comprehend complex texts or conversations more readily by providing succinct definitions and explanations. This is particularly advantageous for language learners or individuals engaging with technical jargon, as glossaries offer immediate access to concise explanations of unfamiliar terms.

Glossaries contribute to language development by fostering accuracy and precision in communication. This promotes clarity and coherence in communication and prevents the misuse or misinterpretation of specialized terminologies, and also has helped develop languages for example, Anglo Saxon and Romance languages, in different aspects:

1. Vocabulary acquisition and Standardization: Glossaries provide a consolidated list of words with their meanings in language. This facilitates the process of learning and expanding one's vocabulary. Glossaries also establish a common set of terms and definitions, facilitating communication and comprehension among speakers of different languages. Standardization is particularly important for sectors like law science and technology, where precision and clarity are crucial.

2. Translation aid: sometimes it can be challenging to read texts, like Anglo-Saxon texts compared to Modern English, and understand due to the differences in grammar vocabulary and word usage. Glossaries assist in translating unfamiliar words or phrases in texts into their modern equivalents. They can also assist in accurate translation and interpretation between languages. By providing equivalent terms and expressions, glossaries contribute to effective communication and cross-cultural understanding.

3. Language preservation: The Anglo-Saxon language also known as Old English evolved into Middle English and eventually Modern English. However, much of the original Old English vocabulary has been lost or altered over time. Glossaries help preserve and document these ancient words, enabling scholars to study and analyze the language and its historical significance.

4. Terminology Development: Glossaries contribute to the continued evolution and growth of language by actively adapting to new concepts and developments. As new words and expressions emerge, glossaries are updated to reflect these changes allowing the language to remain relevant and adaptable. In *Dr. Ramón Menéndez Pidal y Los orígenes del Español* (Fernández, 1994), it is stated that glossaries play a crucial role in the development of Romance languages by preserving vocabulary, promoting standardization, facilitating language learning, aiding translation and supporting terminology development.

Glossaries and the creation of languages are fascinating aspects of culture. They serve as valuable reference tools and can help ensure effective communication within a specialized community. The creation of languages is also a remarkable cultural phenomenon. Throughout history, humans have created countless languages, ranging from constructed languages (also known as conlangs) to pidgins and creoles. Conlangs such as J.R.R. Tolkien's Elvish languages or the Klingon language from Star Trek have been developed with specific grammatical rules, lexicon, and sound systems (Gilson & Wynne, 1995). Pidgins and creoles, on the other hand, often emerge from the blending of multiple languages in multicultural communities. These languages reflect the dynamic nature of human communication and provide insight into cultural exchanges and influences.

What cultural traits do the target population need to acquire?

Ecuador is one of the smallest countries in South America; however, this does not hinder it from having an enormous biodiversity within its territory: islands, rainforests, deserts, snow-capped mountains, and valleys, including the Galapagos Island, located several hundred miles off its coast and several protected environmental areas. Due to this diversity, Ecuador encompasses more than fourteen Indigenous groups, which maintain their own customs and language: about 72 percent of the population self-identified as Mestizo (a mixture of Indigenous and Spanish descent) at the 2010 census.Another 7 percent was Amerindian, 6 percent was White, about 7 percent was Afroecuadorian, and 1 percent of the population was Black (United States Department of State, 2020). Although Spanish is the official language, Quechua is commonly spoken, along with other Indigenous languages.

These qualities have shaped the modern Ecuadorian identity, whose perception about themselves is about kindness. People who enjoy having guests in their houses and share a meal with them as well as open to receive foreigners in the country. They have a deep affinity for music and dance, with Salsa standing out as a widely embraced genre, used even for big social events such as weddings or birthday parties. However, the most persistent trait would be the strong sense of national pride, respect, solidarity, justice and brotherhood.

Defining a singular traditional attire for Ecuador is challenging due to the diverse ethnic groups coexisting in the territory. Nevertheless, we can say basic clothes items are prevalent among all Ecuadorians: for older men it is common to find pants or jeans with formal shirts, as for women is to wear dresses or long skirts. On the other hand, for the younger generation, any kind of clothes are worn: from shorts, jeans, tops (more informal type of outfits) etc., to a more formal choice depending on the context.

If it was a challenge to define Ecuador by its clothes, it is an even more intricate task to provide an inventory of its gastronomy:

The cuisine reflects the various regions and cultural influences present across Ecuador's landscape. Nonetheless, there are four main pillars: coastal, Andean, Amazonian and insular food. Some common coastal Ecuadorian dishes are seco de pollo (stewed chicken with rice and avocado), seco de chivo (goat stew served with

rice), and lomo saltado (beef with onions and tomatoes). Also typical of many South American countries, empanadas are very popular; These savory pastries are a common culinary delight are basically pastries filled with meat, cheese and many different fillings. Empanadas often serve as delicious and portable snacks or meals, reflecting the country's culinary diversity and cultural influences. Plantains and bananas hold significant value as key export material and are prepared in many varieties: patacones, or mashed, fried green bananas, maduros, tigrillo. Roasted corn is a common snack throughout Ecuador, but mostly in the Andean part of it, as well as menestra (beans or lentils) or yucca, that is served with potatoes like for Llapingachos, which are like pancakes made with potatoes and cheese. In terms of beverage, the Chicha is the traditional Andean drink (mildly alcoholic, it is made from fermented corn). Another common drink in the Andes is canelazo, made of boiled water, sugar cane alcohol, lemon, sugar and cinnamon. It is usually drunk at fiestas, or celebrations. Ecuadorian traditions include serving soup at all meals; there are very popular ones but caldo de gallina, made with farm-raised chicken, is one of the most famous. Chupe de pescado, a fish-and-vegetable soup, is also common; Corvine (white sea bass) and trucha (trout) are prevalent seafood options in the Ecuadorian cuisine. Ceviche is another traditional dish, made of raw fish, shrimp, shellfish, or squid usually marinated in lime juice, although sometimes orange juice is used instead. Encocados, seafood cooked in coconut milk, is another popular seafood preparation.

Music holds a significant place within Ecuadorian culture too, having played an integral role in rituals and celebrations since its earliest origins. Musicians and dancers have been even represented in ceramics and other types of Art. According to experts, this music was mainly characterized by its pentatonic scale with instruments like whistles, bass drums, jingle bells and rattles. The Spanish colonization introduced new elements, including instruments like castanets and guitars of Arabic origin. This period also witnessed a fusion of rhythms due to the incorporation of indigenous and European musical elements. Simultaneously, many of the indigenous rituals were banned by the Catholic Church because they were considered demonic, however, this did not prevent a blending of rhythms from taking place. Furthermore, in the XVI century with the arrival of African people, there were brought to the country also drums, xylophones, snare drums and guasás. With all these new sounds sanjuanitos,

san pedritos and alzas were born, and by the XVIII century, due to the illustration, the minué arrived in Ecuador.

What family traditions do nine-to-ten-year-old Ecuadorian Children need to be able to name?

Numerous traditions in Ecuador commemorate the nation's history, including the Battle of Pichincha on May 24, the founding of Guayaquil on July 24 (locally only), the founding of Quito on December 6, Quito's Independence Day on August 10, Guayaquil's Independence Day on October 9, and Cuenca's Independence Day on November 3. However, the most widely anticipated holidays are those celebrated nationwide, such as New Year's Day on January 1, Carnival in February, Good Friday in March or April, Labor Day on May 1, and the Day of the Dead on November 2. Each of these holidays comes with its own set of customs, like the creation of «año viejo» or Old year dummies that are burned the night of New Year's eve, those are a representation of the passing year ending. Another notable tradition involves the preparation of specific dishes, as for the Day of the Dead, when «colada morada, guaguas de pan, fanesca and pristiños» are served on the special day to remember and visit the ones that are gone.

Family traditions in Ecuador often vary based on the specific region being visited. This diversity derived from the patchwork of ethnic identities and the complex legacy of its indigenous and colonial past; These distinct characteristics are manifested in the local holidays, traditional dishes, folklore dances, languages, and other cultural elements unique to each region.

What religious terms and conceptions do nine-to-ten-year-old Ecuadorian Children need to be able to talk about?

Based on research conducted by the government of the United States of America (United States Department of State, 2020), from a total population in Ecuador of 16.9 million people, the surveys retrieved the public eye a 92% of the respondents have some sort of affiliation or religious belief: a 74.8% identifies as catholic, 15.2% as evangelical and 1.2% as Jehovah witness. Another 1.4% is enrolled with any other specific religious groups like Seventh day Adventists, the Church of Jesus Christ of

Latter Day Saints, Jews and other protestant evangelical and non-evangelical. The rest of the interviewees, an 0.8% considered themselves atheist, while the 6.1% of them are not part of a religion.

E-tools for vocabulary compilation

An "e-tool" refers to an electronic or online tool that assists in the process of collecting, organizing, and learning new vocabulary words, frequently offering supplementary functionalities like definitions, sample sentences, quizzes, and interactive activities (Milosavljević et al., 2016). E-tools (educational tools) for vocabulary compilation can be especially helpful for language learners, students, educators, and anyone looking to enhance their word knowledge.

These tools can serve various educational purposes and provide numerous benefits (Cabero, 2006):

Enhanced Learning: E-tools can make learning more engaging and interactive. They often incorporate multimedia elements, such as videos, animations, and simulations, which can help students grasp complex concepts more easily.

Personalized Learning: Many e-tools have adaptive features that allow students to progress at their own pace. These tools can assess a student's strengths and weaknesses and provide customized content and feedback accordingly.

Flexibility: E-tools offer flexibility in terms of when and where learning can take place. Online courses, learning management systems, and mobile apps allow students to access educational materials and resources anytime, anywhere.

Assessment and Feedback: E-tools can streamline the assessment process by automating grading and providing instant feedback to students. This quick feedback loop helps learners understand their mistakes and make improvements.

Cost Savings: E-tools can reduce the costs associated with traditional educational materials, such as textbooks and printed resources. This can make education more affordable and accessible to a broader range of students.

Environmental Impact: E-tools can contribute to sustainability by reducing the need for printed materials and physical resources. This aligns with efforts to minimize the environmental impact of education.

E-tools play a crucial role in modern education by enhancing learning experiences, promoting accessibility, and providing opportunities for personalized and flexible learning. They offer benefits for both students and educators and continue to evolve as technology advances.

Cabero (2009) also mentions that, while e-tools offer numerous advantages in the realm of education, they also come with certain disadvantages and challenges. It's essential to consider these drawbacks when integrating e-tools into educational settings:

Requires more time investment from the teacher.

- Demands minimal technological skills from both the teacher and the students.
- Requires students to have skills for autonomous learning.
- It can decrease the quality of education if an appropriate teacher-student ratio is not maintained.
- Demands more effort than conventional methods.
- Often results in the low quality of many current courses and contents.

To mitigate these disadvantages, educational institutions and educators must carefully plan and implement e-tools, considering the specific needs and circumstances of their students and ensuring a balanced approach that combines digital resources with traditional teaching methods when appropriate.

EdiLIM

EdiLIM (*Editor de Libros Interactivos Multimedia*) is a didactic tool that enhances the process of academic reinforcement and evaluation .It was designed by Fran Macias, as a free internet connection program that can be used online and can be downloaded from the Educalim site; it is a Multimedia Interactive Book format editor, compatible with the main browsers and ease for students and teachers to use (Tarraga, 2012). It does not require installation and it can be downloaded in the following link: https://www.educalim.com/cdescargas.html

Educa Madrid (2019) defines EdiLIM as an editor for Multimedia Interactive Books (MIB) for the creation of online educational materials using Microsoft Windows sites. It is an author's tool, that means, the teacher that is using this software is able, anytime, to modify his creation, allowing the development of activities for different topics (Maths, Languages, Science.) and to adapt the contents to the required level (paragraph.3)

Educational purpose

Nowadays, technology offers new possibilities for education. EdiLIM is an excellent tool created for this purpose, allowing the development of interactive content of all kinds; it is an easy-to-use program. Its user-friendly interface is clear, self-explanatory, and it is in Spanish. Creating interactive activities with Edilim is easier than, for example, using PowerPoint.

EDILIM is a program that allows creating learning-oriented materials using the LIM system. In it, each file is considered an interactive book divided into pages, and each of them contains an interactive activity (such as word searches, puzzles, questions and answers, etc.) or informative content that may include text, animations, and images. (López Villegas, 2017)

METHODOLOGY

This project was based on terminological and documentary research; terminological research involves the systematic study of specialized terminology used within a particular field, domain, or subject (Ndimele, 2019). The goal of terminological research is to identify, document, and analyze the terminology that is unique to a specific area of knowledge. Terminological research is particularly important in fields where precise and standardized terminology is crucial for effective communication and understanding. Terminological research can involve a combination of literature review, expert interviews, corpus analysis, and linguistic tools. It is advisable to keep in mind that terminological research is an ongoing process, especially in rapidly evolving fields, as new terms continue to emerge and existing terms may change in meaning or usage over time.

On The other hand, documentary research, also known as documentary analysis or documentary review, is a research method that involves gathering and analyzing existing documents, records, texts, and other sources of information to extract valuable insights and information for a specific research project or inquiry (Ahmed, 2010). This method is widely used in various academic disciplines, social sciences, history, and other fields to gain a deeper understanding of a topic without conducting new data collection through experiments or surveys. It can involve both qualitative and quantitative approaches. Documentary research is valuable for its ability to provide insights into topics that have been documented over time. It's important to critically evaluate sources for bias, credibility, and relevance, as well as to consider the limitations of relying solely on existing documents.

Target Population

The population selected for this project were nine-to-ten years old Ecuadorian children.

Data Gathering Instrument

For terminological data gathering, this study took into consideration the different scenarios in which nine-to-ten-year-olds interact and classified the information in main themes and sub-themes, as shown in the table below:

Roots	People and Heritage - Geographic territory- Fauna- Flora- Weather - Clothes - Traditional clothes - Gastronomy - Music
Gastronomy	Traditional dishes- Food
Family life	Traditions - Food for special events
Holidays	Holidays - National celebrations
Religion	Practices- Places- People- Symbols

The information gathered by means of this instrument helped the researchers to provide solid terminology that could be used in the creation of a contextualized core bank.

RESULTS

Based on the chart developed for the collection and classification of the terms, the following body of lexical items was retrieved and made available for interactive access that includes learning exercises (at the level of remembering and understanding, as read in Bloom's Taxonomy).

Table 1

Roots	People and heritage		Indigenous, Mixed race, White, Black, Afroecuadorian, Spanish, South America, Coast, Andean, Amazonian, Insular.
	Geographic territory		The Andes, Island, Rainforest. Desert, Snow, Mountain, Valley, River, Landscape, Mountain range.
	Fauna		Cricket, Condor, Galápagos turtles, Blue footed booby, Iguana, Hummingbird, Heron, Monkey, Frog, Dolphin, Macaw, Whale, Andean bear, Guinea pig, Fregata, Penguin, Llama, Sea Wolf, Parrot, Piranha, Jaguar, Cougar, Anaconda, Catfish, Pig, Porcupine, Cayman, Armadillo.
	Flora		Orchid, Palms, Cacao, Papaya, Pineapple, Mango, Roses.
	Weather		Sunny, Rainy, Cloudy, Windy, Storm, Hot, Cold, Winter, Summer.
	Clothes		Pants, Jeans, Shirt, Dress, Short, Skirt, Blouse, Jacket, Wool, Silk, Cotton.
	Traditional clothes		Guayabera, Espadrille, Panama hat, Poncho.
	Gastronomy	Traditional dishes	Seco de Pollo, Lomo saltado, Empanada, Patacones, Tigrillo, Chupe de pescado, Caldo de gallina, Menestra, Llapingacho, Chicha, Ceviche.
		Food	Chicken, Goat, Cow, Beef, Turkey, Salt, Soy sauce, French fries, Rice, Onion, Tomatoes, Cumin, Black pepper, Thyme, Oregano, Parsley, Cilantro, Bay leaf, Oil, Garlic, Achiote, Pepper, Naranjilla, Strawberry, Coconut, Lime, Lemon, Orange, Sugar, Cinnamon, Sugar cane, Spring onion, Plantain, Banana, Flour, Wheat, Oat, Butter, Egg, Water, Milk, Celery, Avocado, Beans, Lentils, Yucca, Corn, Roasted corn, Potatoes, Lettuce, Soup, Broth, Fish, White sea bass, Trout, Seafood, Raw, Shrimp, Crab, Shellfish, Squid, Chocolate, Bacon, Sausages, Apple, Raisins, Cherry, Plum, Peach, Olives, Walnuts, Prunes, Cheese, Bread.

	Music	Genres	San Juanitos, Alzas, Salsa, Pasillos, Cumbia, Charango.
		Art	Art, Dancer, Musician.
		Instruments	Whistle, Bass, Drum, Jingle bells, Rattles, Castanets, Guitar, Xylophones, Snare drum, Bass drum.

Table 2

Family life	Traditions	Old year dummies, Carnival party snow foam spray, Balloons, Garland, Pine tree, Presents, Star.
		Food for special events	Colada morada, Guaguas de pan, Fanesca, Pristiños, Pan de pascua, Relleno de pavo.

Table 3

Holidays	Holidays	Christmas, New Year's Eve, Carnival, Good Friday, Labor Day, Day of the Dead.
	National celebrations	Founding of Guayaquil, Founding of Quito, Guayaquil's Independence Day, Cuenca's Independence Day, Ecuador Independence Day, Ecuador Coat of Arms Day, Battle of Pichincha.

Table 4

Religion	Practices	Christianism, Catholic, Evangelical, Jehovah witness, Seventh day Adventists, Church of Jesus Christ of Latter Day Saints, Judaism, Atheist.
	Places	Church, Temples, Monastery, Vatican, Synagoge, Kingdom Halls.
	People	Missionaries, Pope, Priest, Bishop, Nun, Monk.
	Symbols	God, Jesus Christ, Virgin Mary, Apostles, Holy Bible, Heaven, Angel, Hell, Devil, New Testament, Crucifix, Star of David, Sacrament, Baptism, Confirmation, Reconciliation, Communion, Marriage, Priestly Order, Anointing of the sick.

CONCLUSIONS AND RECOMMENDATIONS

Glossaries are effective tools for learners, as they enhance vocabulary acquisition through individual user-friendly access to definitions, meanings and examples of terms within their learning material. They offer a valuable resource in the retention of key concepts and contribute significantly to more effective and engaging learning experiences. Thus, Educators should integrate e-glossaries as part of their course material and, due to their simplicity and user-friendly design, they should also encourage young learners to use this tool regularly while studying; this would not only help learning vocabulary but also would gradually build a strong vocabulary base.

Most EFL instructors, especially from public schools, are not familiar with the advantages that educational platforms and editors could bring when planning and incorporating media and technology. Nevertheless, EdiLIM is an accurate example of an online editor for Interactive Multimedia Books that can be used for this purpose; it works as a versatile platform for creating multimedia books with accessible tools and customization options would be perfect for the development of e-glossaries, which can be used to enhance the learning resources and facilitate the enforcement of standardized terminology and language usage, enhancing bilingual and bicultural communication.

Compared to traditional glossaries and dictionaries, e-glossaries bring numerous benefits in various contexts, as they not only strengthen communication, comprehension and offer interactive and immersive ways to engage with content but provide accessible terminological banks, making them especially beneficial in modern learning. E-glossaries offer a versatile and effective tool for enhancing learning outcomes, particularly in terms of vocabulary acquisition and retention. By following the recommendations provided, educators and learners can make the most of e-glossaries to create engaging, personalized, and efficient learning experiences.
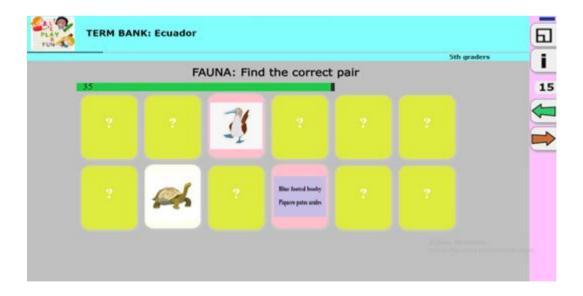
PROPOSAL

For the creation of the Contextualized Core English Glossary for nine-to-ten-year-old Ecuadorian Children, and based on the research about EdiLIM as an interactive multimedia books editor that allows creators to design and produce digital books that incorporate various multimedia elements and interactive features, it was possible to develop a tool to produce engaging and interactive vocabulary learning experiences that go beyond traditional printed books. The full version of the tool can be accessed at this link.

https://drive.google.com/file/d/1fbSOAwKx5mherXnmWuWJyTpSinBZPZVs/view ?usp=drive_link

The following are a few examples of the interactivity that can be achieved by means of the tool proposed:

The activity shown below consists of matching the animals with their card name, which includes the name of each animal in L1 and L2.

There are some target oriented reading activities to describe some of the traditional elements that have not a direct equivalent but required translation.

TERM BANK: Ecuador

5th graders

GASTRONOMY: Traditional food

Seco de pollo
Lomo saltado
Menestra
Llapingacho
Canelazo
Caldo de gallina

Seco de pollo/stewed chicken

It is a common coastal Ecuadorian dishes that is made of stewed chicken with rice and avocado. It can be prepared using different meats, like seco de chivo (goat stew served with rice).

Finally, there are also more interactive activities to make the learning experience more appealing for the target population.

TERM BANK: Ecuador

5th graders

Seasonings: use the magnifiying glass and translate the words

TOMILLO   Oregano

Parsley

CINNAMON

Cilantro   Bayleaf

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APPENDIX

The following are examples of the variety of activities that were created with EdiLIM, specifically to be used as an interactive terminological bank that allows the construction of a curricular component for nine-to-ten-year-old children, through research of the different environments where the set population interacts.

5th graders

✓ IDENTIFY the following animals from the Ecuadorian Fauna

Guinea pig/Cuy

Penguin/Pingüino

Andean bear/ Oso de anteojos

Fregata/Fragata

Llama/Llama

5th graders

✓ Place the products in the correct slot

Butter Mantequilla

Egg Huevo

Soy sauce Salsa de soja

Milk Leche

Lettuce Lechuga

Beef Carne de res

5th graders

Use the X-Ray and learn more vocabulary

CONFIRMATION

CONFIRMACIÓN

Sacrament/Sacramento

In Christianity, a sacrament is a special rite. It is a visible token of the reality of God.

How many sacraments they are?

Tu respuesta

5th graders

WEATHER: Choose the correct answer

Cloudy   Sunny

Windy

Rainy

1 | Rainy/Lluvioso
Rainy/Lluvioso
Cloudy/Nublado
Sunny/Soleado
Windy/Ventoso
2 | Rainy/Lluvioso
3 | Rainy/Lluvioso
4 | Rainy/Lluvioso

30

5th graders

Complete the sentences with the options below

| Tu respuesta | is the supreme being in Christianity.

| Tu respuesta | is the mother of Jesus.

The father, the son and the | Tu respuesta | .

| Tu respuesta | is the incarnation of God, the Son.

God/Dios | Virgin Mary/Virgen Maria | Holy Spirit/Espiritu Santo | Jesus Christ/Jesucristo

88

5th graders

Listen and identify the sounds

?

Jingle bells/Cascabeles

Crotales/Cantabeles

?

Rattles/Maracas

Whistle/Silbato

69

4

Do you know these grains?

6- Rice/Arroz

CLOTHES AND FABRICS: What are the name of the following clothes?

Dress/Vestido

Blouse/Blusa

Shirt/Camisa

Skirt/Falda

Jeans/ Jeans

Short/Short

MUSIC, ART AND FOLKLORE

San Juanitos

Alzas

Salsa

Pasillos

Cumbia

Charango

It is a melancholic Ecuadorian couple dance. it is very popular and one of the religious dances originated in the Ecuadorian ceremonies.

https://www.youtube.com/watch?v=8VEsLSfpjxg

5

5th graders

ECUADORIAN REGIONS

Insular

Andean

Amazon

Coast

ECUADOR

Página 2

5th graders

Search and find the hidden nouns

Fish / Pescado

Shrimp / Camarón

Crab / Cangrejo

Trout / Trucha

Shellfish / Concha

Seafood / Marisco

Squid / Calamar

5th graders

Congratulations!

Congratulations on your fantastic performance in the game!

Your skills and dedication truly shine. Keep up the great work, and may your learning journey continue to be filled with success and enjoyment 👏
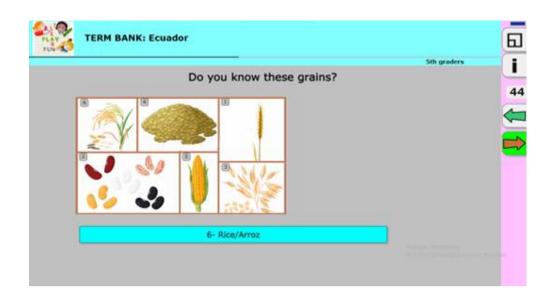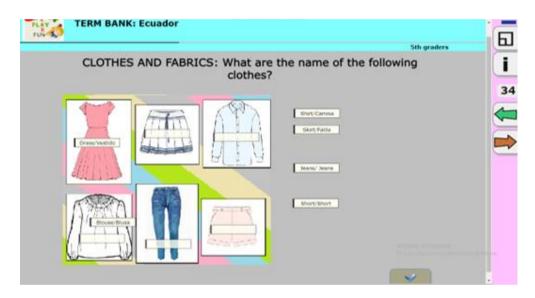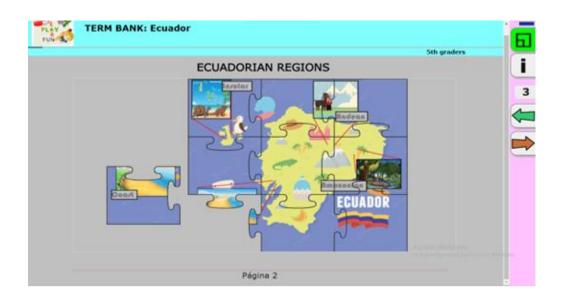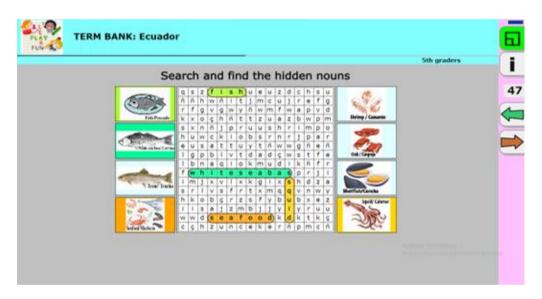
Well done! 🙋

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Baquerizo Inca, Alexis Karina**, con C.C: #0922637681 autor/a del trabajo de titulación: **Contextualized Core English Glossary for nine-to-ten-year-old Ecuadorian Children** previo a la obtención del título de **BACHELOR'S DEGREE IN EFL WITH A MINOR IN TRANSLATION** en la Universidad Católica de Santiago de Guayaquil.

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REVISOR(ES)/TUTOR(ES)	**Sara Inés Rivadeneira Enríquez**
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RESUMEN/ABSTRACT (150-250 palabras):

This work is based on the results of Terminological and Documentary research about the cultural, religious and traditional aspects of the Ecuadorian people and territory. The objective of the present study is to provide language planners a set of terms that will enable the development of a curricular component, through research of the different environments where the set population interacts, leading to bridge language learning with cultural understanding, addressing the unique linguistic and cultural needs of the target population. To achieve the latter, it was necessary to create a Contextualized Core English Glossary for nine-to-ten-year-old Ecuadorian Children that encompasses different aspects from the Ecuadorian culture, from roots to tradition, by using the EdiLIM educational software as a tool in the learning process of EFL for five graders.

ADJUNTO PDF:	✕ SI	NO
CONTACTO CON AUTOR/ES:	**Teléfono:** +593-4-**2986018**	E-mail: Alexis.Baquerizo@gmail.com; Alexis.Baquerizo@cu.ucsg.edu.ec
CONTACTO CON LA INSTITUCIÓN (C00RDINADOR DEL PROCESO TIC):	**Nombre:** Jarrín Hunter, Ximena Marita	
	Teléfono: +593-4-6043752/593-9-99614680	
	E-mail: xjarrin@yahoo.com; Ximena.jarrin@cu.ucsg.edu.ec	